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ABSTRACT

As part of the Project of Further Development of the Czechoslovak Educational System, a program adopted in 1976, library education has been revised beginning in the secondary schools, extending through the university level, and providing continuing education opportunities for librarians, technicians, and researchers. Secondary school curriculums provide the basic skills through courses in library technical processes, library services, bibliographic work, and information studies, including automated systems, to prepare library technicians for public libraries and information centers. University level work, which may lead to a doctorate, generally offers three specialities: the universal or general information librarian, the integrative or cross-discipline librarian, and the subject specialist. Core curriculums specified for these fields are supplemented by extensive opportunities for study in languages, sciences, and other specializations. A system of continuing education exists at all levels to insure professional development. The ultimate goal for professional library education is the development of a sound theoretical and scientific research base. The seven references listed are in Czech. (RAA)

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LIBRARY RESEARCH IN CZECHOSLOVAKIA AND ITS IMPLEMENTATION IN PRACTICE

By

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One of the basic postulates pertaining to social activity in the socialist society is the necessity of unity of theory and practice. The 15th Congress of the Czechoslovak Communist Party has emphasised the validity of the postulate in any field of social life when concluded "to attain planned conjunction and control over the cycle research - development - production - utilization". Progress and advancement of the theory cannot be purposeless, but - and that applies to any field of activity - must be based upon the knowledge of requirements of the practice, moreover, in a certain sense to precede it. On the other hand, the practice in turn stimulates theoretical and research efforts.

Unity of theory and practice is the basic premise of the effectivity of inspirational and aesthetic influence of cultural, artistic and educational activity. It is a premise of the activization of workers in cultural life, of their creative approach to outcomes of science and technology, to cultural and artistic values, to the basics of scientific world conception of man.

Unity of theory and practice is extremely important factor in the library science in the widest sense of the term. In the last few years the Czechoslovak library science was marked with considerable growth and success not only in practice but also in theory. We have mentioned at various instances that the theory of Czech and Slovak librarianship was not developed simultaneously. Theoretical research of the Czech library science has reached high level already between the two World Wars and its roots are much older. The Slovak library science theory was formed so to speak "on the march", after 1945. In the period when the most important

task was to reconstruct libraries destroyed by war there was no time left nor professionally trained staff for the development of the theory. In those times theory followed practice that was able to draw from the more developed Czech theory and in full measure from foreign theoretical knowledge. Above all, the results of well established theoretical basis of the Soviet librarianship /in the beginnings formed by connoisseur and admirer of libraries - V.I. Lenin/ were used.

To comprehend theoretical principles of a profession is possible only through scientific research. Efforts to widen the scope of research activity began to be more fruitful in the period when the library science became university specialization - when first graduates left schools for practice.

This happened in the fifties when also the uniform system of the professional library education was established, which currently provides for the secondary and university education of library personnel for all types of libraries /research, public, academic, specialized, departmental and other types/ and information centres. The system prepares librarians not only for library practice but also for theoretical activity in the profession. This pertains particularly to university graduates - significant part of them regularly publishes articles in professional journals and many are engaged in research. The quality of educational system directly affects the scope and quality of the professional research activity.

In this connection it must be emphasised that one of the advantages of the socialist society is the all-round attention dedicated to the increase of qualification of youth and workers providing for the wide democratization of education. An increasing number

of specialists with academic and secondary education is to be noticed in Czechoslovakia; also the number of qualified workers rises rapidly. Almost 90 percent of young people of a particular age group after finishing elementary education can advance their studies in some type of secondary school. In 1976-1980 period /the 6th Five Year Plan/ more than 200 thousand qualified workers, 96 thousand specialists with secondary professional education and 38 thousand specialists with university education finished their studies in Slovakia alone.

In 1976, The Project of Further Development of the Czechoslovak Educational System was adopted. It is a long term development programme of schooling and education in Czechoslovakia. This project is based on the conclusions of the 15th Congress of the CPC and is aimed at constant increase of the educational standard of our people. Substance of the programme is comprehensive, qualitative reorganization of the whole educational process, modernization of the contents of study subjects, methods and forms of instruction at all levels and types of school and training institutes. The main objective of the project is the continual improvement of effectivity and quality of the school system and educational process, implementation of 10 grade school attendance, expansion of university education for youth and continuing education for adults.

The new conception of education is based on the understanding that versatile comprehension of the accomplishments of science and technology and other fields social experience the mankind reached in its evolution cannot be only a simple cummulation of facts. Enormous growth of new information in all fields of social activity creates a wholly new situation for the educational system. Extension of school attendance is not effective solution. Therefore it was decided to rebuild fundamentally and comprehensively the whole educational process. Function of general and theoretical

knowledge, which enables qmick adaptation and specialization and allows easier transition to another professions, is being emphasised in the educational process. It means the attention is focused on building of the system of information and techniques of methodological character - developing ability of creative thinking, independent orientation which constitute basis for continuing lifetime education of a person. The school has to provide young people in optimal time with desirable knowledge and skills so that they prove competent in particular area of social activity. Simultaneously, the planned continuing education is presumed for young people so that to ensure their acquirement of new information and deeper professional erudition.

The Project is a long term rpogramme of learning in Czechoslovakia and therefore it is designed to be carried out in two parts. The first part is innovation of educational process and the second part will be comprehensive revision of subject matter of courses. The Project is to be realized by 1985.

1. Innovation of the library science education system

Implementation of the Project of Further Development of the Czechoslovak Educational System will naturally influence contents, methods and forms of tuition of secondary and university courses of library and information science. The revision of library science education is in preparation. In the revision the basic objective of the Project will be maintained - to prepare school leavers and university graduates with wide profile, who will be able to respond to current changes in library development.

In order to determine pattern of the revision of library science education a comprehensive research was carried out in 1971 -1975. Results /realisation outputs/ are now being tested in practice.

Further part of this paper concentrates on a brief characterization of contemporary system of professional education in library science in Czechoslovakia with reference to new trends in development based on theoretical results of the research.

1.1 Secondary education is carried out by specialized library schools in Prague, Brno and Bratislava. These schools offer complete secondary professional education with final school-leaving examination. The secondary preparation is offered in two branches:

- library science branch - programme lasts 4 years, ending with final examination qualifying for certificate; designed for elementary school-leavers;
- scientific and technical information branch - 2 year programme; opened for grammar and secondary school-leavers /with G.C.E./;

Secondary education is carried out either full-time or externally /external programme is one year longer/.

Core of the professional instruction /library science/ is concentrated in following subjects: librarianship, organization of library collections and catalogues, bibliography and informatics.

Core subjects of scientific and technical information branch are: organization of information sources, organization of scientific and technical information, bibliography and documentation, analytical studies, development of science and technology.

In the last decade the contents of courses in library science at secondary schools became apparently outdated. Therefore the first stage of innovation of secondary education system pertains mainly to innovation of curricula. The most important feature is modernization of the whole conception of library science as a branch of study, originally oriented to suit the needs of public libraries. But also public libraries have recorded in the last few years

thorough changes in their activities. Public libraries adopted wider missions and objectives - not only they aid the education of all-round developed person, a member of the socialist society but they also contribute to the development of information processes, availability of information in view of the further advancement of science and production, theory and practice. Obsolescence of traditional library education is more noticeable in special libraries and information centres. School-leavers who finished secondary library school are today expected to have mastered not only basic techniques of library work but also methods of bibliography and informatics. Closely connected is also the necessity to acquire basic knowledge in the field of mechanization and automatization. Leaving secondary school a librarian must be able to analyze and correctly formulate objective for data processing machines, as well as to cooperate with mathematicians and technicians.

Intensive activity on innovation of curricula for secondary library schools is being carried out. Simultaneously, the second part of revision - the new conception of secondary education in library science and informatics is in preparation. Basically there are three different proposals:

1. Appropriate fusion of the two present specializations into one: "the library science and scientific information", with study programme lasting 4 years with final examinations for a certificate. Acquiring of a wide professional background, the school leavers would be able to deal with the whole scale of problems in library and information work, particularly of organizational, technological and administrative nature. Further proposed two year extension programme is intended to be specialized studies for public libraries /cultural and educational library science/ and special libraries.

2. Separate preparation of information centres personnel. Independent

secondary study of "the scientific and technical information" specialization is proposed to be four years long, includes extensive courses of foreign languages, plus further two year extension programme in branch specialization.

3. To create a body of general courses for education of personnel in the field of culture as a four year programme with final examinations for a certificate. In the further two year extension programmes the particular specializations would be incorporated, including the study of library and information science.

The first proposal seems to be optimal. As we stated in various instances it is only effective and rational to strenghten the ties between the network of libraries and that of the information centers. From the point of view of subject matter of their activity there are no fundamental differences: both concentrate on acquisition, processing and dissemination of information recorded in some communicative form. Thus it would be quite logical to come to joint and unifying proposal of the secondary education of personnel for the whole field of library and scientific information. After all, such a process would be fully corresponding with the concept of the Project of Further Development of the Czechoslovak Educational System which demands forming of the wide study profiles.

1.2 University education is carried out by the Department of Library Science and Scientific Information at the Faculty of Philosophy of the Charles University, Prague and the Department of Library Science and Scientific Information at the Faculty of Philosophy of the Comenius University, Bratislava.
Three types of studies are offered - full-time, external and postgraduate. Full-time and external programmes last four years and have the same scheme of studies. Two year postgraduate programme is carried out only externally and is designed mostly for graduates

of other universities and/or colleges who work in libraries or information centres. Graduates of the university studies are conferred the degree "Graduate Librarian". The degree "Doctor of Philosophy" /PhDr/ is conferred after satisfactory completion of doctoral programme consisting of doctoral dissertation and special examinations in philosophy and the subject itself - library and information science. Doctoral programme is carried out at the Faculty of Philosophy.

It is also possible to qualify for the degree "Candidate of Sciences" CSc/ by pursuing either internal or external candidature.

In the beginning of the seventies the need was felt to improve contents, forms and methods of academic education and to introduce gradually changes and new patterns into its study programme. Similarly, as in case of secondary schools, the university education of librarians had been subjected to research. Results of the research are currently tested in practice of both Departments of library sciences in Prague and Bratislava.

The new conception of academic education is based upon definition of profile of a graduate of the specialization "library science and scientific information". In short, the graduate should be characterized by ideological and political maturity, social activity, high professionality, proficient knowledge of theoretical, methodological and practical principles of the profession, sound knowledge of foreign languages, organizational abilities and independent creative thinking.

From the defined profile of a graduate were derived three particular types corresponding to the internally differentiated activities within libraries, information and bibliographical centers. These types complement each other and usually closely cooperate in one institution.

1. Universal information worker - has prepared exclusively in information sciences, proficient knowledge of foreign languages, thorough social and political outlook and organizational abilities;
2. Integrative information worker - has besides of education in information science also branch education in wide areas of knowledge /e.g. technology, medicine, social sciences, etc./ and is oriented on relations between various branches of science;
3. Information worker - specialist - besides of education in informatics, he has specialized comprehensive preparation in specific branch of science.

The new concept of university education is founded upon the scheme of basic study segments:

a. informatics core;
b. scientific information study specialization;
c. library and information science study spedialization;
d. learning of foreign languages;
e. "common basis" /a set of generally required courses at philosophical faculty/.

a/ Informatics core consist of the set of basic courses in information sciences and is general theorethical and methodological basis of the specialized university studies; completion of the core is compulsory for all three types of graduates. +
Informatics core consists of - subjects of information science preparation; subjects pertaining to information stocks; subjects pertaining to information systems; plus so called final course of informatics carried out after completion of particular study specialization.

+/ Specification of informatics core was founded upon definition of information science as a discipline which integrates hitherto theory of librarianship, theory of bibliography and theory of scientific information.

b/ scientific information study specialization - students are acquainted with information environment in areas of science and technology, they should comprehend problems of processing and provision of information and services in those areas. Included are subjects: science and technology in the socialist society, building and operation of automatized information systems, research and analytical methods, technology of normalization and industrial law protection, elective lecture, elective seminar and ten week field work during the course of study.

c/ Library and information science study specialization /cultural and educational specialization/ - students are trained in processing and provision of information and services in the fields of culture, ideology and education. Included are these courses: culture in the socialist society, principles of library science theory, bibliopedagogics, social impact of literature, methodology of work with fiction and non-fiction literature, methodology of library work with children, elective lecture, elective seminar and ten week field work during the course of study.

d/ learning of foreign languages - terminal objectives: proficiency in Russian and one modern language, passive knowledge of a third language and understanding of information science terminology.

e/ Common basis consists of disciplines of basic methodological and philosophical nature.

Study segments a/, d/ and e/ are required, segments B/ and c/ are elective.

The abovementioned study segments /five basic segments/ will be followed up with special ones:

- information specializations,

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- pedagogical specializations,
- branch specializations.

Specialized study segments are to be carried out in form of post-gradual studies.

The proposed conception of the academic studies is tested at the Department of Library Science and Scientific Information in Prague.

Simultaneously, another type of university education is tested in practice at the Department of Library Science and Scientific Information in Bratislava - the two-departmental study. The programme allows parallel study of librarianship and scientific information with another subject. So far, the combinations with languages /English, German, French, Latin/, sociology and pedagogy were introduced. In this case, the education in library science and scientific information includes informatics core and a system of specializations. Informatics core consists of following subjects: social communication of knowledge; library and information institutions in society; science of documents; information stocks; analytical and synthetic processing of information; management and administration of library and information institutions, systems and networks; mechanization and automatization library and information network; psychosocial problems of informatics; modern trends in informatics.

It is supposed introduction of eight basic specializations:
- cultural and educative activity in libraries,
- historical library collections,
- library work with children and young readers,
- bibliography,
- administration of library and information networks,
- information technology,

in

- information analysis,
- information systems.

If required, new specializations may be added.

Integral part of studies is the common basis which consists of subjects of basic methodological and philosophical orientation. It is generally required segment of all courses at the philosophical faculty.

In spite of certain differences in orientation the common feature of courses in library science and informaties that are carried out in Prague and Bratislava is the integral conception of library science and scientific information expressed, above all, in formation of the segment "informatics core".

Reorganization of the library science education is thus more advanced on the university level - also due to deeper research activity in this field.

1.3 System of further education of librarians

Besides the system of library school education there exists also system of further educationsfor librarians in Czechoslovakia /so called out-of-school educational process/. The main objective of the system is to secure permanent acquisition of the newest information in profession, which is extremely important for practice as well as for theory. The system of further education offers the graduates of secondary and university level schools a basis for further active development of their abilities and knowledge for implementation of new ideas into practice.

Special legislative directive of the Ministry of Culture of the Slovak Socialist Republic provides basis for the realization of the system and is obligatory for all Slovak libraries /the same course is expected in the Czech Socialist Republic/. The whole system of

further education of librarians is methodologically supervised by the Matica Slovenská, as the central library of the Slovak library system, through its special training centre. Education is usually carried out in form of residential courses with fixed number of class hours and final examinations. The programme of further educatio is besides of the Matica Slovenská organized also by specialized central libraries /for network of their own/ and by public libraries /district and regional/ for public libraries in the particular area.

2. Development of theoretical and scientific base

The whole system of professional education of library science in Czechoslovakia profoundly influenced and still influences the process of formation of theoretical and sciendific research base. The sixties were already a period of creative research activity in librarianship. Various themes have been brought up into the focus of research - social function of libraries, their influence upon education of adult and youth, effect of reading habit upon the development of personality, share of reading in cultural level and maturity of youth and adults, etc. The Matica Slovenská in Slovakia and the State Library of the Czech Socialist Republic have played major roles in the progression of the research activity. Those institutions supervised scientific research, stimulated theoretical thinking, organized meetings and seminars on theoretical problems of the profession, issued various publications, built documentation for the needs of theory and research. The seventies brought more consistency into research development in the field of librarianship, bibliography and scientific information. Planning and management of scientific and research work improved gradually. The five year plans served as a basis for forming of complete research programmes, above all, in the department of culture and consecutively in other departments too. Libraries actively participated in federal programme

of development of science and technology. Themes of research were that of functions of libraries in pedagogical process, political education and in science and arts, problems of building and use of library stocks, problems of classification, education and training of library and information workers, as well as questions of mechanization and automatization of information processing.

Present research activity in the areas of library science, bibliography and scientific information is founded upon and rationally bound with results of the previous research programmes while observing perspectives of library development in Czechoslovakia.

State, departmental and institutional research studies are conducted upon the basis of the approved five-year plan for 1976-80 period.

The State Library and the Matica Slovenská participate in international research projects which are carried out in cooperation with national libraries of the socialist countries. All research libraries in Slovakia take active part in research. The Programme is supervised ba departmental ministeries. The Matica Slovenská was commissioned with coordinating function in the department of culture.

Vital precondition of any research is implementation of its results into practice. Accentuated are - above all - higher quality of library work, high effectivity of library services, strenghtening of their social role and efficiency in the system of other cultural, social and information institutions. As an example, we quote several of the currently cunducted research themes:

- Importance of book in the process of formation of the socialist cultural profile of the basic social classes;
- Project of automatized system of the Slovak national bibliography and its relations to information systems;
- Position of research library in information system;
- System of bibliography as a part of the information system in Slovakia;

- Prognosis of the development of the library science to 2000;
- Model of a system of library statistics and standards of work;
- Research into the history of book culture;
- Economics, rational organization of work and management of libraries, and other themes.

Research libraries conduct variety of institutional research programmes. Usually, partial theoretical problems are explored from the point of view of the particular library, but frequently it is possible to generalize final conclusions. Institutional research is considered to be a kind of source, a "springboard" for research workers. In the beginnings it was necessary to adapt research to possibilities and abilities of a small number of theoretically erudite workers. Present situation is much more satisfying - librarians learned to understand importance of the research work and new professionals have grown up. Underrating or understatement of library research is clearly overcame. Although the number of research and theoretical workers is still not equal to the needs of profession, if there is practical demand the introduction of any research theme poses no problems any more.

That makes the planning of research activity for the next five year period /1981-85/ principially easier. The plan will be aimed mainly at these areas:

- Functions and tasks of district library as a central library of the region;
- Universal research library in phase of the developed socialist society;
- Relationship of the bibliographical and non-bibliographical system;
- Economics of design and modernization of library buildings;
- Automatization of the processing and lending system in libraries, and other.

The Library research in Czechoslovakia receives full financial support from the government. All expenses on research are included in the budget of the institution conducting research. Research activity is usually supervised by a particular ministry at which also the Examining Board is set up. Special directives are provided for administration of research, which include a three-stage examination procedure /introductory, continuous, and final/, prescribe formal properties of research studies, schedule for submitting papers, etc.

Theoretical journals and collections provide space for the development of theoretical thinking /Knižničný zborník, Z teorie knihovnictví, Knižnice a vedecké informácie, Technická knihovna, Československá informatika, and other/. The Matica Slovenská issues special series under the title "Výskumy" /Research/ dedicated to publishing of research studies carried out by Slovak libraries. The Union of Slovak Librarians and Information Workers also supports the development of theoretical activity by means of organization of professional seminars and other events, frequently in cooperation with libraries.

Considerable growth of theoretical and research activity in the field of library science in Czechoslovakia is valued as a direct consequence of the development of professional library education in school as well as out-of-school system. Therefore it is supposed that the programme of reorganization of library education, aimed at the qualitative improvement and modernization, will also positively influence scope, quality and issues of library theory and practice. Ministeries of culture, according to the needs of practice, management and administration of libraries, aid the research in many ways. Research, in this context, is regarded from the point of view of effectiveness, its close coordination, forming of interlibrary research teams, cooperation and division of labour.

Recent period has brought intensive development of international cooperation - mainly with the socialist countries, where libraries work under basically the same conditions. Coordinating and executive center is usually the All-Union State Library of V.I.Lenin in Moscow - the most developed library research institution in the socialist countries. At present, for instance, the national libraries take part in important research study on positions and functions of national libraries in NATIS.

The aim of this paper was to analyse some aspects of development and present state of the theory of library science and scientific research in Czechoslovakia. Close relationship between the development of research and advancement of library education involved a brief survey of the reorganization of professional library education in Czechoslovakia which simultaneously represents the implementation of research results in practice. This fact also confirms thesis expressed in the introductory passage on the relationship of theory and practice in the Czechoslovak library science.

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